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# THE CAMPING MAGAZINE



## IN THIS ISSUE

- Paddle and Portage . . . . . Taylor Statten
- Co-Education in the Summer Camp  
. . . . . Louis H. Blumenthal
- Character Development Through Camping  
. . . . . Raymond O. Hanson
- Waterproofing the Summer Camp . . . . . Jesse L. Puckett
- The History of Organized Camping . . . . . H. W. Gibson
- The Romantic Temper . . . . . Bernard S. Mason
- Spring Flowers . . . . . Catherine Wallace Reed

Book Reviews



VOLUME VIII

NUMBER 4

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# The Camping Magazine

Bernard S. Mason, Ph.D., Editor

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## CONTENTS

**Character Development Through Camping, Ray-  
mond O. Hanson . . . . . 3**

**Co-Education in the Summer Camp, Louis H.  
Blumenthal . . . . . 8**

**Paddle and Portage, Taylor Statten . . . . . 10**

**Waterproofing the Summer Camp, Jesse L. Puckett 16**

**The History of Organized Camping, H. W. Gibson 18**

**The Romantic Temper (Editorial) . . . . . 20**

**On the Trail of New Books . . . . . 22**

**Convention Impressions, Herbert H. Twining . 24**

**Spring Flowers, Catherine Wallace Reed Back Cover**

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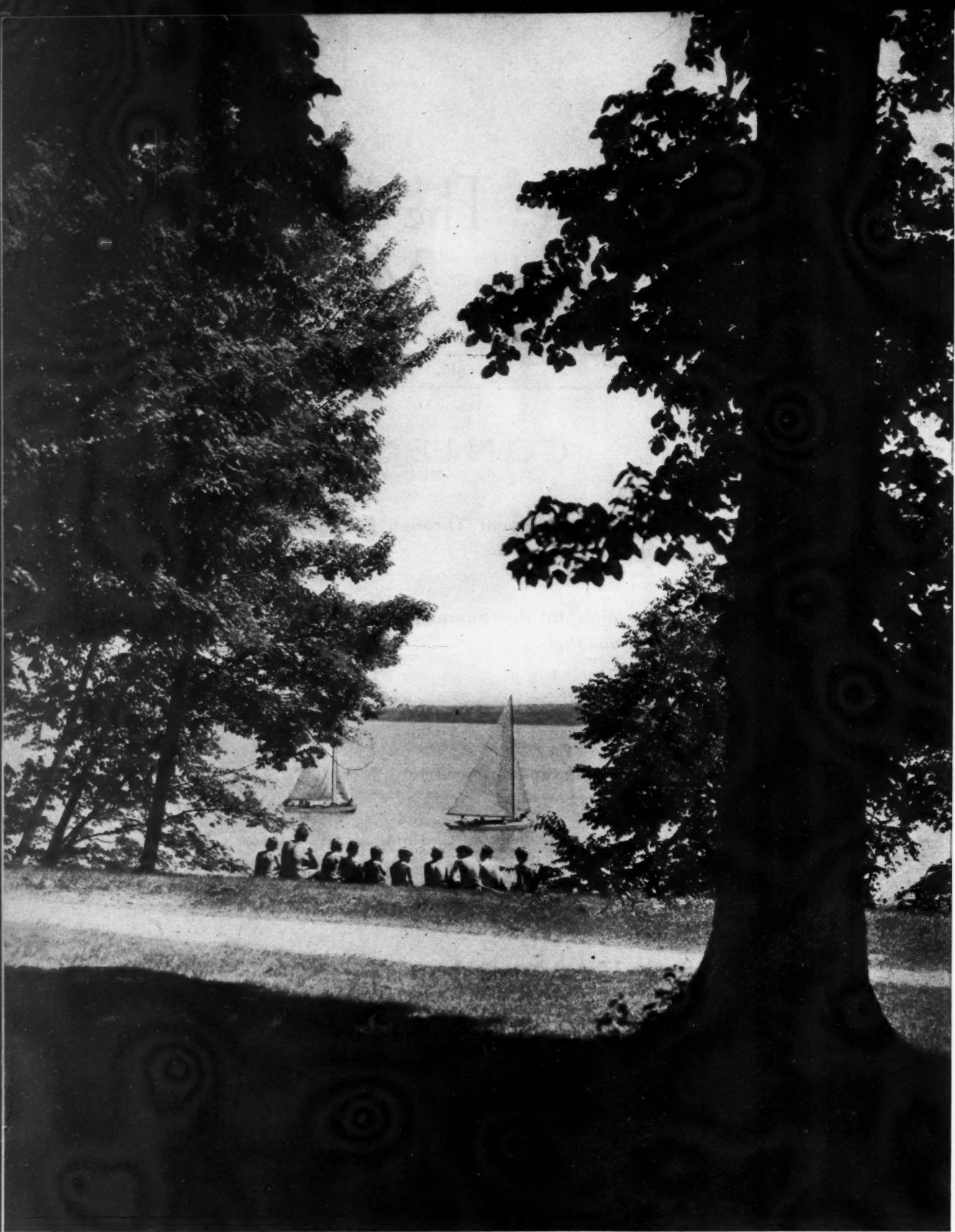
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*Courtesy, Camp Al-Gon-Quian*

" . . . . . I sail and sail and sail her,  
For the Red Gods call me out and I must go!"  
—*Kipling*.



# Character Development Through Camping

By

RAYMOND O. HANSON

President, Pacific Section, American Camping Association, Inc.

Scout Executive, San Francisco Area Council, Inc., Boy Scouts of America

THE evolution of Camping has been marked by an ever-increasing emphasis upon character development as a primary aim, and the final justification for the expenditure of time, thought, effort and means employed in carrying on this phase of activity in the interests of childhood.

As Dr. Mason so aptly said in his editorial in a recent issue of the *CAMPING MAGAZINE*, "The Camping movement is changing swiftly, in objectives, in philosophy, in methodology—and such change is inevitable." It has not been implied, however, that there has been a change in the fundamental principles underlying all camping endeavor—the building of character. With all of the changes which have taken place in every type of human institution, the need for character-training remains paramount. The same ideals of honor, integrity, and righteous living are necessary in every walk of life and in every cycle of existence.

We realize that, as we face conditions of the present day, there is greater need than ever for presenting a united front in our onward march toward the achievement of character as the only true measure of a child's progress to the highest type of citizenship. This is the call which today is being sounded in educational circles, as evidenced by the declaration of Dr. Henry Lester Smith, former President of the National Education Association, that "In the midst of our changing educational ideals, there is a call upon the teachers of the land to bind themselves together in the interests of the rights of the children of this generation. It is only through the protection of the rising generation that the next generation can avoid calamity."

Protection, in the sense of Dr. Smith's admonition, involves the safeguarding of the children of this day and age with influences

making it possible for them to develop an armor of character traits through which cannot penetrate the destructing elements of indifference to the best in life.

A most hopeful sign of the times is the fact that camping has begun to keep step with progress in educational theory and practice as related to character growth. Camping people everywhere realize that character development in camp is an educational function; and that it requires earnest attention and eternal vigilance on the part of those who are responsible for the guidance of the children who find their way into the out-of-doors under such auspices.

It is increasingly obvious that, as we pass into the most recent stage of transition, which Dimock and Hendry characterize as "the shift in emphasis from a recreational to an educational function for the summer camp," there is a real need in camping, as in modern education, for a new clarification of objectives as they relate to the equipment of childhood to meet the problems of life and to maintain high standards of conduct. This new emphasis marks a great advance over the days when a "hit and miss" program formed the basis for camping activity.

Although we have always appreciated in lesser or fuller measure the character-building values of camping, we have been too complacent in the opinion that character growth is inevitable as a result of the child's contact with nature.

I should not want to be misunderstood in making this statement, for I know, from my own experience in the leadership of Scouts in the out-of-doors, that there is a great power in the silent suggestion of natural surroundings in camp life. I have a vivid recollection of hiking with a group of boys through the High Sierra, and down the trail toward Yo-

semitic Valley. One boy, who had been somewhat of a problem, as far as discipline was concerned, had struck out ahead of the rest of the group, and as I was bringing up the rear, I had not seen him for some time. As I finally reached the rim of the Valley, and came around a bend of the trail which had been hidden by several great boulders, I found this same boy looking out upon the vast panorama and evidently greatly moved, for tears were on his cheeks. I asked him why he was crying. He replied, "I cannot help it—for it is all so wonderful!"

The spark of appreciation for the wonders of nature had been fanned into a flame. That night as the leaders of the trip gathered around the campfire and this incident was related, we all felt that we would be able to help this boy in a way that we had not seen very clearly before.

But, although nature furnishes the background, we realize full well that much more is involved in character-development than the influence of environment, for we are dealing with many different types of individuals. The boy to whom I have referred, was raised in the city. A child who has had the opportunities for contact with nature while living in the country, or through vacation periods in the mountains, would not be as sensitive to such situations and would require other kinds of incentives. There are many other elements to be considered in a camp environment. Associations and other factors may completely offset the influences of one's surroundings, no matter how beautiful and awe-inspiring may be the natural setting of the camp. The nature background must be permeated with personality, supervision and activity.

Camping should create wholesome "mind-sets," character attitudes and traits which will result in right habits. Camping should be a character-forming experience, a builder of attitudes and a way of living, as developed in the camping experience, a place where standards are set up by the individual as a result of leadership and program. Character is the sum total of one's background, environment, training and experience, as expressed in thought, word and deed. Attitude, on the other hand, is the sum total of our habits, our thinking and our reactions to the facts of life, as dis-

played in any situation which may confront us. Attitude is definitely a character trait, and habits of conduct grow out of the development of attitudes, which in turn, are the result of the "mind-set."

#### CAMPING OFFERS A NATURAL AND IDEAL SETTING FOR CHARACTER DEVELOPMENT

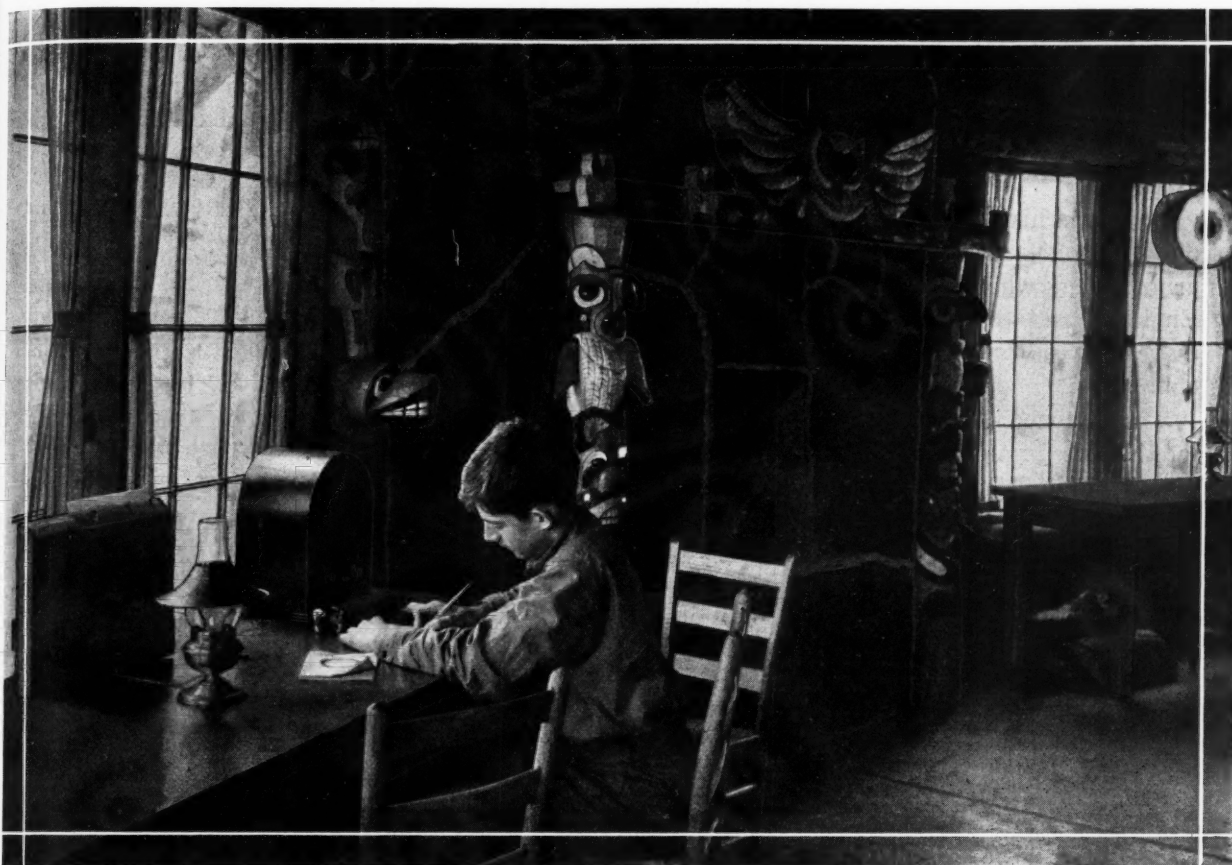
Research has demonstrated that character-development can well be attained by simple means in camp, where natural situations are more easily provided.

Progressive education emphasizes character-training through actual situations and the response of the individual. There was a time when we relied upon the effect of mottoes on the wall and through the memorizing of moral precepts, but the project method of "learning by doing" has found its place in Scouting, camping, and the school, as it relates, not only to an activity program, but as well to its influence upon the conduct of the child in facing a situation.

Dr. Hurt, in his book on "The Influencing of Character" has a thought-provoking chapter on conduct. He reminds us that Confucius taught that character is three-fourths conduct and that we tend to appraise people by what they do and how they do it. "Reduced to the lowest terms," he states, "conduct consists of three factors, (1) an individual who is (2) confronted with a situation and (3) he acts, he does something about it."

As we have watched the development of children in camp and have seen them, time and again, act upon unpredictable impulse, we have realized how difficult it is to discover a motive—to know just how it happened. On an occasion at camp, an incident took place which illustrates this truism:

We had some difficulty during that particular season with raids on the commissary, and a term, "in the pantry" had been used by a number of the boys in tantalizing their fellow-campers whenever they desired to find a means of ridicule. On the last evening of the camp season, we had come to the closing solemn moments of the campfire program. Four hundred boys were standing in a great hushed circle, with arms over shoulders. A boy standing in the center near the fire had just finished a beautiful solo, known as the "Scout's

*Courtesy, Cheley-Colorado Camps*

Prayer." In the midst of the reverent silence which followed, just prior to the repetition of the Scout Benediction by all assembled, a shrill voice rose suddenly from the other side of the fire, crying, "in the pantry!" I was naturally very much chagrined for it had broken the spell of the atmosphere and I sent the boy to his tent, while the ceremonies were concluded according to the original plan.

I did not talk to the boy until the next morning, when he informed me that he had not slept a wink all night and that he was sorry for having created such a disturbance. I asked him why he did it. He said, "I do not know—except that the boy who was singing had been unfair in some of the games we had played together and I could not restrain myself from telling him what I thought of him."

We cannot always fathom the thoughts and desires of a child's inner-consciousness, nor judge him on the basis of our own thinking and experience. I refer again to what Dr. Hurt has said in this regard: "Adults, in dealing with children whose own points-of-view and

mental processes the adults have quite forgotten, are frequently caught judging the child's conduct and motives from a purely adult angle—which is about as intelligent as trying to apply the rules of the United States Senate to a group of boys playing football on a vacant lot."

We all recognize the danger of over-emphasizing the theory of "stimulus and response." We know that if it is carried too far it may lead to fatalism. It may be much like operating a cash register; stimulus strikes a key and there is only one response which can be made as the numeral rises to the surface. There may be no option in the child's reactions, and the principle, if over-emphasized, may dehumanize our efforts and make our approach mechanical. Therefore, we should not place too much dependence upon "S. R." reactions, but use the theory as a helpful tool, recognizing its definite limitations.

The tradition which first brought camping into existence was based upon the fact that throughout the ages, man's character has de-



veloped through his nature-relationships. The out-of-doors has been the schoolroom of the race for centuries. The great events of the Old Testament give us ample illustrations of the influence of nature in the religious life of mankind.

American history began with those who lived out of doors—first the Indians, then the Pilgrim fathers who cultivated the lands of New England, and then the rugged pioneers who traveled westward with the onward march of civilization.

The history of the human race is recapitulated in the camp-life of the child today. As A. E. Hamilton has said, in laying the foundation for his book on "Boy-ways," "the summer camp is a world of microcosm, a cross-section from a day in camp brings our whole racial past to a focus at the diamond point of the present movement, and makes it vital with a sense of reality which the adult world seldom brings to our mind and heart."

#### FOUR RECOGNITIONS IN CHARACTER DEVELOPMENT

##### *1. Recognition of Confidence as an Essential Factor.*

The first recognition in character development should be the need for confidence in the inherent sense of idealism in childhood. The child will be largely what we expect him to be.

A child is quick to sense the lack of confidence and is exceedingly sensitive to injustice. Confidence does not presuppose unbridled liberty. A noted psychiatrist, in an address recently, expressed the opinion that we are at fault for not crediting children with the judgment which they possess, by being too exacting and giving them too little liberty.

I am inclined to feel that we have been going to the other extreme and have sometimes given youth too much liberty. While we have endeavored to give the child freedom of choice and break down the over-scheduled type of program, the pendulum, in many cases, has swung so far to the other side that slipshod methods have been the outcome and have been reflected in the quality of our results. The elements of punctuality, neatness, and alertness are just as essential as they ever were. Never has there been a greater need in the life of American children for discipline. They are not

receiving it in the homes and in community life to the extent that they should, and camp has seemed to be the only place in which discipline can be maintained in a way that campers like and respect.

##### *2. Recognition of the Primacy of Human Relationships.*

Social adjustment obviously has a definite bearing upon character-training, for the child, in the last analysis, is largely the result of his contacts with others. As Goethe has said, "Character is formed in the stream of life."

Camping will play a great part in the changing order by developing a community-consciousness in the hearts of those who are to be the participating citizens of the future.

We have been told that 90% of failures are due to the inability of individuals to get along with other people. Dr. Joseph Marr Gwinn, former Superintendent of Schools in San Francisco, once said that "learning to get along with other people is more important in life than learning the multiplication table." Certainly, as a child develops and approaches the time when he is thrown upon his own resources, he finds that with all of his equipment of knowledge, his training in the arts and crafts, and the development of his talents, there stand throngs of other human beings between himself and the goal of his endeavor, and that success or failure, after all, depends upon his ability to get along with those whom he must meet from day to day.

The Camp must give the child a vision of human relationships which extend beyond the camping circle and into the world of fellow-beings, regardless of race, creed, class or condition.

##### *3. Recognition of the Need for Utilizing the Natural Instincts of Childhood.*

Camping should provide the opportunity for the expression of the instincts and attitudes of childhood.

Professor Horne, of New York University, has said that "nothing characterizes the educational theory of the past two decades more than the demand that the instincts of children be studied, known and utilized." We, therefore, seek the working principles which govern instincts. The Camp leader cultivates in chil-



Courtesy, Cheley-Colorado Camps

dren those responses to stimuli which will bring out the best attitude of thought and the highest type of action.

Psychologists have emphasized four principles in this regard which merit attention:

1. *Inheritance*.—Every child comes into the world endowed with specific instincts, tendencies and capacities. They are his original equipment, his racial heritage. They may be developed or stifled, to lesser or greater degree, according to environment. The conditions may be governed according to those instinctive tendencies, which MacDougal, of the University of Toronto, in his "Introduction to Social Psychology," characterizes as "the essential springs or motive powers of all thought and action." "And in which we are confronted," he declares, "with the central mastery of life and mind and will."

2. *Stages of Appearance*.—Every stage of child-life is marked by "unlearned tendencies" and instincts, which comprise a fertile field for camping influences. Many instincts of greatest significance in the development of manhood or womanhood appear and operate for the first time with the dawn of adolescence. None of these instincts may be wholly disregarded as useless. Few are so perfect that they can be

used without restraint. The control of instincts is one of the chief responsibilities of the camp leader. He substitutes better influences for bad influences.

3. *Opportune Times*.—Instincts must be capitalized at an appropriate time. According to those who have made a thorough study of this subject, it often happens that instincts which would enrich the life of a boy and contribute to the building of the highest type of manhood may never appear at all, although inherent within him. If an instinct has no opportunity to express itself, it wanes and dwindles. It may not die, but it will lie dormant or distorted through all the span of life.

It is certain that various elements of physical and mental development are necessary before some instincts appear. The alert Camp Leader recognizes and uses the appropriate occasion for bringing influences to bear. He awaits the time when instincts are most apt to manifest themselves. He capitalizes the psychological moment, before a higher instinct is crowded out by others of a lower order. He calls forth manifestations of the best instincts while the child is most immediately responsive.

4. *Social and Non-Social*.—The two general

(Continued on Page 25)

# Co-Education in the Summer Camp

by

LOUIS H. BLUMENTHAL

Past President, Pacific Camp Directors Association

ONE of the undeveloped frontiers in the camping movement is the coeducational summer camp. It seems to be the stepchild in the camping family. Less than 50 coeducational camps in the United States are listed in Sargent's *Summer Camp Handbook*.

In school boys and girls learn, work, and play together. Such recreational agencies as settlements, and neighborhood centers provide for joint activities under one roof. The Y. M. C. A. and the Y. W. C. A. are breaking down the traditional segregation and are experimenting with mixed groups. In other agencies volleyball, badminton, softball are played with mixed teams. In the swimming pool, clubs, committees, joint participation has become the accepted mode. In California's municipal camps, mother and father, son and daughter together partake of a summer's outing. Boys' clubs find themselves, quite naturally, invaded by mothers' clubs, sisters' or sweethearts' auxiliaries and mixed social dancing. Playgrounds, libraries, parks, commercial recreation would seem strange indeed if restricted to either male or female groups. The trend is unmistakably clear, but is moving with almost glacierlike speed in the camping movement. Why?

We are victims of traditional thinking and crystallized social custom. While we have emancipated ourselves from the puritan concept of the sinfulness of play, we still are in the grip of another belief—the sinfulness existent in male and female relationships. It is fraught with evil which only can be avoided by segregation, they say. How else explain the anachronistic islands of human living—the boys' clubs, the girls' clubs, the young men's associations, the young women's associations—existent for over 50 years.

The camping movement program may be said to be marked by the milestones of emancipation from fears. In the beginning, parents

feared to entrust their child to a stranger in the uncertain setting of the woods. The assurance growing out of the safe return of the child, not only alive but "*aliver*," quickened enthusiasm. It was an enthusiasm, however, which did not apply to camping for girls. Now camping was all right for the boy, but it would not do for tender girls. The girls camping movement waited upon further assurance which came in like manner. And so with the fear of the water, of riding, of hikes, of boating—fears still ever-present but considerably less than in the past. When emphasis was placed on efficient administration, on improved supervisory techniques in swimming, riding, hiking; and on highly trained personnel, worthwhile activities though hazardous were conserved, and safety of the camper was assured. Wherever the situation was placed under control, fears became dissipated. The hazards of coeducational camping can likewise be overcome—that is, if coeducational camping is conceived of as educationally worthwhile. Is it?

Primarily, aren't we agreed that the adjustment of the individual to his environment and his understanding of it, motivates our camping program. What is this environment to which the camper is learning to adjust to and understand? The association of men and women are a vital if not *the* vital fact in the environment. In life segregation of the sexes is the unusual thing, sometimes the pathological thing. There is no segregation in business, commerce, industry, politics, social life. The family gathers up its strength from the rich soil of intelligent understanding that men have of women and women of men. Mutual appreciation and adjustment grow up out of joint experiences wherein they learn to know each other, where sex antagonism and competition is broken down and wholesome attitudes created. Such joint experiences, directed under the auspices of a camp, with its controlled environment, lead to



the skills of social living which outrank, in the scale of human values, the skills of fishing, riding, campcraft, interesting as these are. It is not enough to say that the boy and girl can develop mutual understanding and attitudes when they grow up. Such social attitudes must be instilled early in life.

The camp program, as we know it, and the coeducational program, need not be antagonistic. They can re-enforce and supplement each other. Joint participation can serve to intensify interest in activity. Mixed groups in canoeing, campcraft, crafts, dramatics, enrich the content and possibilities as does any group in which the individuals have varied backgrounds and experiences. Uniformity in an environment lacks the zest which diversity achieves. In camp the girls may make their contribution by raising the standards of community singing, dramatics, crafts, table manners. The boys may contribute by quickening the interest in active games and sports. Those who have observed the quickening of interest and improvement in community singing when the boys and the girls come together for singing have been made aware of the potentialities of such relationships. These potentialities can be for evil as well as for good. The same dualism of good and bad outcomes inherent in all camp activities obtains in this new situation. It is not an easy job nor one that takes care of itself. That it is fraught with difficulties and dangers, no one can deny. It is a hazard, much more complex qualitatively and quantitatively than the camp hazards of swimming, riding, boating. Mature and emotionally integrated personnel, insights and knowledge, however, can whittle down these hazards to a minimum, if not entirely remove them.

The camp situation becomes more natural for the counselors. Joint activities in the camp program, staff meetings, counselors parties on days off bring these men and women together in work, in conference and in play. Thus the social life to which they are accustomed is developed by and for them. Its absence for a period from four to six weeks or more is sorely missed and leaves a wide breach in their environment. The frustration and pent up cumulative repressions that result are there and cannot be dismissed by ignoring them. Sublimation through activity, hiking, swimming reduces

the problem but does not solve it. Where there is not a free and easy flow of normal social relationships there cannot be that integration of personality so necessary for wholesome living and effective counselorship. The presence of women in camp is not what distracts counselors. It is their *absence*. Have you ever observed with what feverish haste and feeling men counselors, in a boys' camp, seek out social activity on their day off?

In a coeducational camp, the counselors enjoy each other's company without that hectic excitement that characterizes segregated groups. They become adjusted to the novelty of the mixed group situation. Counselors may sometimes get in their own way, stay up late, carry on affairs or neglect their work. In time and with guidance, they adjust to the situation—some more quickly than others. Stressing this problem before they are signed up as counselors, and pointing out all of the implications of the situation, has a very good effect. It is when young, immature or emotionally maladjusted counselors are selected that the camp director is taxed to the utmost.

With the campers there is the same process of adjustment. The boys who resent the lowering of their "status" as "he" men, later must be restrained from wanting to spend all their time with the girls. The girl who turns the craft period into a talk fest with her boy friends, has her attention diverted into the activity. The older girls are always talking (as they do anyway in girls' camps) about their boy friends, but at least in a coeducational camp they find an outlet in reality. For them, activity takes on new meaning and intensity when it is thus shared with the opposite sex. For a time there is a slowing up of activity but there is activity going on nevertheless of a social nature. The initial absorption in each other wears off and they learn to accept each other quite naturally. Adequate satisfaction of social interest is afforded in the social parties and the dances that are held now and then.

The trend toward mixed camping groups is ably described by Eunice Fuller Barnard in an article in the *New York Times* magazine of June 30, 1935: "Youth has rushed in where elders feared to tread," she states, "but elders are gradually becoming convinced." The opin-

(Continued on Page 26)



*Courtesy, Camp Ahmek*

# Paddle and Portage

by

TAYLOR STATTON

The Taylor Statten Camps, Algonquin Park, Ontario  
Camp Ahmek for boys - Camp Wapomeo for girls

**D**URING the past two weeks, I have had an unusual opportunity to compare the various camp activities, from the standpoint of lasting impressions made on a group of old campers. About thirty of our counselors, both men and women, have been spending their Christmas holidays with us in camp. As they flock in from the ski trails, the conversation soon turns from the thrills and spills on the hills to the experiences of past summers at camp. Many of these young men and women graduated from campers to staff members, after several seasons in camp, and some draw from the memories of a dozen summers on Canoe Lake.

They recall the exciting sailing races, the riding trips through the forest trails to distant lakes, the pirate-ship cruises, the theatre nights and other high-lights of camp life, but apparently the source of their favorite memories is the canoe trips. There is something about a canoe trip that seems to get into the blood and

stay there. The girls show no less enthusiasm than the boys; there are no sex differences when it comes to the joy associated with the paddle, pack, and portage. The magic of the canoe trip creates a world of enchantment, drawing older boys and girls back to camp summer after summer until they are beyond camp age.

Why is it that this activity makes such an appeal to the majority of our campers? Some say that emotional urges, which have their roots in the experience of our forebears, find satisfying outlets when we engage in such a primitive type of living as that represented by the canoe trip. I think that in the canoe itself, we can discover a partial reason for this fascination. The canoe is a thing of beauty that commands our admiration and respect. It demands care and skilful handling, but when once mastered we become so intimately identified with it, that it seems to be a part of our very self. Its ready response to every paddle

thrust arouses a sense of power. To "paddle your own canoe" means to liberate and direct your own energies.

The canoe is associated with adventure. Symbol of the northland spirit, it brings to us the romance and lure of the lonely, silent wilderness. It has been as essential to the explorer as the horse has been to the cowboy. There was a time when it was held in great distrust. It was feared by those who did not know it. It is true that this ignorance and lack of respect took a heavy toll, but the prejudice and suspicion of the older generation has become the appreciation and confidence of the youth of today. Thirty years ago the Board of Directors of the Toronto Young Men's Christian Association would not allow a canoe in camp. It was considered a most dangerous type of watercraft. We were restricted to row boats. Yet, during recent years our campers have enjoyed the use of one hundred and fifty canoes, and except when used by visitors the less-than-a-dozen skiffs remain idle. The boys and girls of today know the difference between the use and the abuse of a canoe and a new world of romance and adventure has been opened to them.

I regard with great satisfaction the growing enthusiasm of a camper for canoe trips because I am of the opinion that no other camp activity provides such a variety of character-changing situations. It is true that these changes are not necessarily for the better. That depends upon the leadership. It is quite possible that on a

canoe trip one may learn to be more selfish, more cowardly, less reliable, and less resourceful. However, under the right guidance one should expect a growth of confidence, a greater feeling of adequacy, and an enlarging capacity for cooperative living.

I purpose in this article to show how, in our camps for boys and girls, we are endeavoring to eliminate the possibility of negative results, and are trying to provide opportunity for learning situations which will have a positive value.

### LOCATION

Algonquin Park, in which our camps are located, is considered good camping country. The Park is situated in the highlands of Ontario, about two hundred miles north of Toronto, and extends seventy-five miles east and about fifty miles north. It is uninhabited except for the Park officials and rangers, and a few summer cottagers. The Park being set aside about fifty years ago as a forest-and-game-preserve, the wild life is plentiful and the fishing good. The Park contains about fifteen hundred small lakes and rivers and the surrounding district for many miles is of the same type of country. This makes possible a great many canoe trips—during each season we send out more than two hundred parties—the trips ranging from two days to two weeks, the average being about seven days. One of the camp traditions is that every trip arrives back in camp on the day decided upon before leaving camp. Each group



*Courtesy, Camp Wapomeo*



indicates on a little wooden standard, left on its table in the dining pavilion, the number of days it will be absent.

### ORGANIZATION

The Director of Canoe Trips, who holds a major position in camp and is a member of the Cabinet, has charge of the general organization. He is responsible for the outfitting stores in both the boys' and girls' camps and has store keepers to handle the supplies. He has also a staff of men who assist the women counselors on the girls' trips and the younger boys' counselors. They act as stern-paddlers and carry the canoes and heavy pack-sacks over the portage. We have learned that these men should have all the qualifications of high-grade counselors and we prefer that they have counselor experience. A canoe-trip guide may be very competent in woodcraft and campcraft, but if he is not skilled in the use of our leadership tools,

he may be a detriment to the trip. His objectives and his methods of achieving them must be in harmony with those of the counselor in charge of the trip.

The Director of Canoe Trips also secures the services of counselors-in-training, to assist with canoe trips. As the minimum age for counselors-in-training in the girls' camp is nineteen years, and in the boys' camp eighteen years, and they are usually in training for two years before becoming counselors, they are sufficiently mature to be dependable.

A canoe-trip party consists of two or of three canoes, never more than three, with two campers and a staff member in each canoe. Sometimes an older, experienced camper may take the place of the staff member in one of the canoes. Nine is the limit for any trip. A larger party causes congestion on the camp sites and increases the cooking problems.

For the past ten years at Ahmek we have

*Courtesy, Camp Wapomeo*

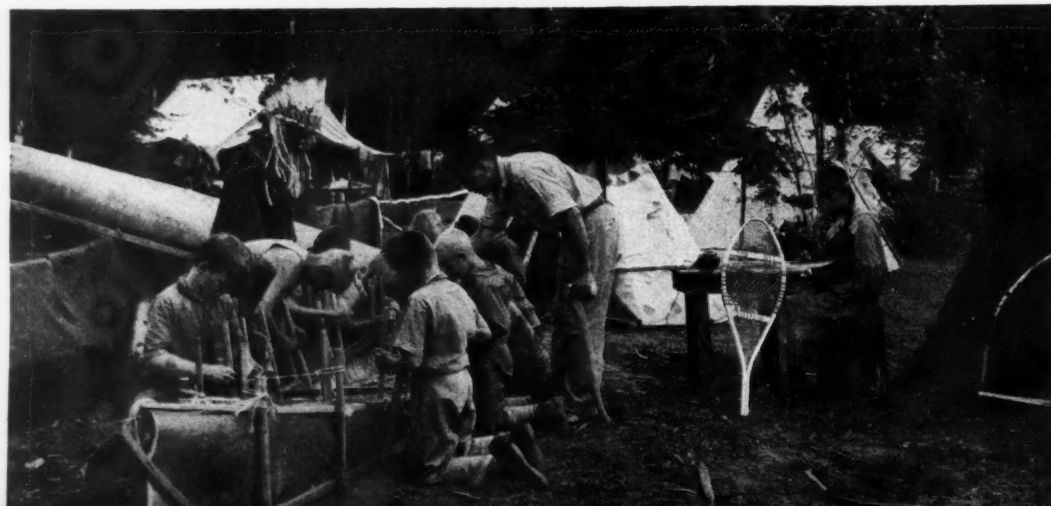
had a Canoe Trip Section of the camp, consisting of a group of older boys who want to spend most of the summer on canoe trips. They take longer trips than the other campers, sometimes going away for nearly three weeks. It is from this group that we select many of our counselors-in-training for the following year.

### INSTRUCTION

The Director of Canoe Trips is responsible for organizing the campcraft instruction which is given in camp during the first two weeks. It consists of making shelters, balsam beds, fireplaces, pot-hooks and other camp gadgets, instruction in the use of the axe, tent-pitching, cooking, packing, portaging, fishing, first-aid,



*Courtesy, Camp Ahmek*



life-saving, canoe-repairing, sanitation, fire-prevention, forest-conservation, weather knowledge, astronomy, and the history and traditions of Algonquin Park. Opportunities to practice skills are provided by day-trips, over-night trips and shore-suppers.

### LEADERSHIP

However, our chief concern is not that our staff members are skilled in woodcraft, but rather that they are aware of character-building influences and that they are competent leaders. It is on a canoe trip that a counselor's leadership is really tested. A second-rate counselor may be able to "get by" in camp, where there is an abundance of resources and competent instructors to challenge the interests and absorb the energies of the campers, but on a canoe trip the counselor must carry the responsibility of camp director, personnel director, dietitian, and instructor. In this situation, skill and training in character education are essential; otherwise there can be no assurance of character growth. Good canoe-trip counselors will maintain with every camper a relationship of mutual understanding that is intimate and informal. They are not disturbed by the changes of wind and weather but show initiative, resourcefulness, good judgment, cheerfulness, optimism, enthusiasm, and a sense of humor in the most trying situations. While they must have an eye to safety at all times, they do not neglect the opportunities for fun and adventure. They foresee the possibility of accidents and realize that they cannot take any



*Courtesy, Camp Ahmek*

chances. Their responsibility is too great.

Early each season, at one of our staff meetings, we discuss the difference between good and poor canoe-trip leadership by first picturing two theoretical leaders. Counselor A, who surely must have been trained in a very low-grade camp, is emotionally immature, is handicapped by a feeling of inadequacy, shows authority in order to get recognition, is a preaching kind of person, delighting in managing the lives of others, is an aggressive busy-body, full of bluster and braggadocio, but skilled in campcraft. Counselor B, is well-adjusted, self-reliant, and sufficiently familiar

with the leadership tools to use them unconsciously.

The campers of both groups are anxious to go on a canoe trip. Counselor A, recognizing an opportunity for ego enhancement, decides to surprise the group, and announces that everything is in readiness for a trip the following morning. They are told where they are going, how long they will be away, who the guides will be, and that the supplies are all packed. All that is left for the campers is to pack their personal outfits. In the morning the counselor directs the loading of each canoe, giving no reasons for a certain distribution of the weight, and at the first portage picks up the canoe and runs over the trail in order to demonstrate a superiority over the campers. At meal time, the counselor is "chief cook and bottle-washer," doing everything possible for the group, even to providing the evening entertainment around the campfire.

Counselor B has a very different concept of

the opportunity and responsibility of a canoe-trip leader, having mastered the following six sets of Leadership Tools:

1. The Laws of Learning.
2. The Types of Learning.
3. The Steps in Learning.
4. The Fundamental Desires.
5. The Frustration Patterns of Behavior.
6. Methods of Creating Desire.

His campers are first challenged as to why they want to go on a canoe trip. The discussion is skilfully led into an appraisal of the values of a canoe trip as compared with those of other camp activities. Maps are consulted and the campers decide where they want to go and when. Consideration is given to the distance and rate of travel: whether it is to be a fast trip, during which every available minute is to be spent in putting distance behind, or a more leisurely trip on which they may have time for acquiring woodcraft skills and knowledge. A Park Ranger is brought in for advice and before he leaves, the campers have

decided that they want to become more expert in camp cooking, fishing, axemanship, bed-making, and in other woodman's ways of smoothing out the rough places. Canoe trip supply-forms are secured from the outfitting store, and every camper has a voice in the selection of the "grub." The dietitian is called in, and food values are considered. The selection of the canoes by the campers is an education in the care of equipment. The lightest in weight are those which have not been abused and have had no repairs in the canvas. The campers pack the supplies on the verandah of the outfitting store, test the pack-sacks for weight and comfort in carrying, and load their own canoes. They learn to do by doing. As the group decision has been to make a voyage of discovery, they are soon off the regular routes. This means new camp-sites to clear and fire-places to erect. They take turns at fire-making, cooking, tent-pitching and bed-making. Each contributes, by song and

### The Taylor Statten Camps

Canoe Lake, Ontario



#### CANOE TRIP SUPPLY FORM

Counselor _____		No. of Campers _____		No. of Meals _____		Date _____	
<b>GRUB</b>							
Quantity		Quantity		Quantity		Quantity	
Apricots (Dried) - -		Honey - - - - -		Rice - - - - -			
Bacon - - - - -		Jam - - - - -		Rolled Oats - - -			
Baking Powder - - -		Macaroni - - - -		Salmon - - - - -			
Beans (Dried) - - -		Marmalade - - - -		Salt - - - - -			
Beans (String) - - -		Meat - - - - -		Shortening - - - -			
Boiled Dinner - - -		Milk (Canned) - -		Soup - - - - -			
Bread - - - - -		Peaches - - - - -		Soup - - - - -			
Butter - - - - -		Peaches (Dried) - -		Steel Wool - - - -			
Candles - - - - -		Peas - - - - -		Sugar (Brown) - - -			
Cheese - - - - -		Peas - - - - -		Sugar (White) - - -			
Cocoa - - - - -		Pepper - - - - -		Spaghetti - - - - -			
Coffee - - - - -		Pineapple - - - -		Tapioca - - - - -			
Corn - - - - -		Plums - - - - -		Tea - - - - -			
Corn Meal - - - - -		Pork & Beans - - -		Toilet Paper - - - -			
Corn Syrup - - - - -		Potatoes - - - - -		Tomatoes - - - - -			
Figs - - - - -		Powdered Milk - - -		Extras - - - - -			
Flour - - - - -		Prunes - - - - -		" - - - - -			
Fruit - - - - -		Raisins - - - - -		" - - - - -			
<b>EQUIPMENT</b>							
	Rec'd.	Ret'd.		Rec'd.	Ret'd.		
Axes - - - - -			Large Spoons - - -				
Bowls - - - - -			Pack Sacks - - - -				
Can Openers - - - -			Pails - - - - -				
Cups - - - - -			Plates - - - - -				
Dunnage Bags - - - -			Reflector Ovens - -				
First Aid Kit - - - -			Spoons - - - - -				
Forks - - - - -			Towelling - - - - -				
Frying Pans - - - -			Trip Tents - - - - -				
Grug Bags - - - - -			Extras - - - - -				
Knives - - - - -			" - - - - -				
Ladles - - - - -			" - - - - -				
Condition of Equipment when returned		Excellent	Good	Fair	Poor		
Comments: _____							
Counselor in Charge. _____							



story, to the evening entertainment around the campfire and instead of conducting a formal devotional period at the close of day, Counselor B skilfully directs the "good night" conversation towards an evaluation of the experiences of the day. They discuss their achievements and their failures and plan for a better day tomorrow.

We believe that this annual discussion by the staff, on the respective effectiveness of Counselor A and Counselor B, has been an influence in improving the quality of our canoe-trip leadership. During the first two weeks of camp, Dr. Dimock devotes several of the daily staff sessions to "The Use of the Leadership Tools on a Canoe Trip."

### EQUIPMENT

After testing many different makes and models of canoes, over a period of thirty years, we are satisfied that the sixteen-foot, canvas-covered cruiser model is the best for canoe trips. It should weigh about seventy pounds. Canoes of lighter weight do not stand the test of time. The canvas-covered canoe is the most durable and can be easily repaired. Eastern or Ontario cedar is much superior to the Western or British Columbia cedar for ribs and planking. It is tougher, less brittle, lighter in weight, and does not absorb moisture as readily. Sitka spruce is best for the gunwales, which should

THE  
**Taylor Statten  
Camps**  
CANOE LAKE, ONT.

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**CANOE TRIP REPORT**

A party of \_\_\_\_\_ from Camp \_\_\_\_\_  
Canoe Lake, camped here from \_\_\_\_\_  
to \_\_\_\_\_

1. WE made sure our camp fire was out.
2. WE left a supply of firewood for the next camper.
3. WE tidied up the camp site thoroughly.
4. WE left the camp site in better condition than we found it.

Counselor in charge \_\_\_\_\_

be of the open type. The closed-gunwale canoe cannot be kept clean. It is important that the center thwart should be so placed that the canoe is properly balanced when portaged. A narrow keel protects the canvas and strengthens the craft. A canoe with a high bow catches the wind and does not keep out any more splash than a canoe with a low bow and it also obstructs the view when one is portaging. All of our canoes have low bows. We believe that cane seats are permissible in a canoe, although some Indian guides would argue

against them. For better control over the boat and for greater safety in rough water, the paddler may easily abandon the seat and slip into a kneeling position. The Indian paddles in this position all the time, but for the white man or woman the seat is more comfortable.

We have a small canoe factory of our own,

where we turn out a canoe as good as it is possible to build. In addition to meeting our own needs, we supply many of the Canadian camps.

On entering camp, every camper and staff member selects a paddle and is encouraged to decorate it with symbols and name. If, at the end of the season, it is taken home, a charge is made for it. We have both spruce and maple paddles of various lengths. The proper length is chin high. The spruce is lighter in

## The Taylor Statten Camps

Canoe Lake, Ontario

### SAFETY FIRST RULES FOR CANOE TRIPS

Destination \_\_\_\_\_ Return \_\_\_\_\_ No. of Campers \_\_\_\_\_ Date \_\_\_\_\_

Every Ahmek and Wapomeo Counsellor is asked to co-operate in an effort to make Canoe Trips absolutely safe. **NEVER TAKE CHANCES.**

The following regulations are to be read to the campers every morning and must be strictly observed.

1. I will do nothing foolhardy.
2. In case of upsetting I will hang onto the canoe, and under no consideration will I attempt to swim to shore.
3. I will not shoot any white water rapids, and will not enter any rapids without the Counsellor's consent.
4. Before swimming or diving I will obtain the permission of the Counsellor, who must be perfectly certain that there are no hidden stumps or rocks in the area.
5. I will not attempt to cross any dangerous stretches of rough water.
6. I will not wear heavy leather or rubber boots when in a canoe.
6. I will take the word of the Counsellor in charge as final.

### SAFETY HINTS

1. Never remove all canoes from the camp site if there is anyone remaining on it.
2. If grub and blankets are wet, be sure to dry them at the earliest opportunity.
3. Leave your shoes untied while in a canoe.
4. Do not fail to report any feeling of illness, or do not neglect the smallest scratch.
5. Be very careful when using an axe or a knife.
6. Exercise great care in packing and handling grub.

Campers \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I agree to read these rules to the campers every morning and to see that they are observed.

Counsellor in charge \_\_\_\_\_

(Continued on  
Page 28)

# Waterproofing the Summer Camp

By

JESSE L. PUCKETT

Physical Education for Girls

Walla Walla High School, Washington

SOMEONE is responsible for the safety of our youthful camp population each summer, and that someone is the swimming counselor on the camp staff. Here is a challenging task, and it calls for a thorough training, ability, and good organization, the assistance of life-guards and other instructors, and lastly and very important, the cooperation of every camper in the camp.

Some camps are built with an ideal swimming site as a primary determiner of the camp location. Other camps present a set-up in which swimming and diving are hazards, and here the swimming director has a difficult task.

## *Survey of Swimming Places*

- |               |  |
|---------------|--|
| Lakes         | Swimming may be ideal, water deep and clear, a sloping shore, and adequate space for all water activities.           |
| Rivers        | Can afford a very good swimming site, or may be very swift with a strong current. Thus there may be danger involved. |
| Ocean Beaches | Often provide a good situation; however, requiring a thorough knowledge of leadership and safety for ocean swimming. |
| Pools         | Indoor and outdoor pools probably make the swimming program easier to conduct with fewer possibilities of accidents. |

## *Waterfront Safety*

Regardless of what the situation may be, in pools, lakes, rivers, or on beaches, care must be taken to prevent the occurrence of unpleasant incidents or serious accidents.

Waterfront safety may be divided into three organization heads:

### *1. Leadership:*

Under this comes the camp director, swimming director, or the counselor in charge of swimming,

and his assistants and life-guards and all swimmers who take part in the water program.

### *2. Checking System:*

This includes regulations in regard to swimming and the system of checking swimmers in and out of the water, at the beginning and the end of the period; and also the count or check of swimmers during actual activity in the water.

### *3. Safety Measures:*

Here we have devices and provisions for making the swimming site as accident proof as possible, and these may be further divided, for the sake of organization, into water and land safety measures.

#### *Water:*

Shallow part for non-swimmers and beginning classes. This portion should be well surrounded with ropes or floats.

Deeper portion for advanced swimmers.

Good depth of water for diving, a standard board well constructed and stable.

#### *Land:*

Adequate room on beach for land drills, life-saving practice, etc.

Land tower or station for life guard from which the entire swimming area may be seen.

Life buoys, in suitable places, ready for use in case of necessity.

A boat, always on hand, equipped properly and ready for use at any time.

Long poles on hand for rescue work.

Grappels for recovering bodies.

## *Leadership*

The leadership of the camp's swimming program begins with the setting up of standards and regulations by the Camp Director and the counselor in charge of swimming. There will be several factors entering to influence the leaders in working out these regulations.

1. Tradition, or what has been done in the camp before.

2. The organization sponsoring the camp will have a great deal to do with the nature of the program—such as Girl Scouts, Camp Fire Girls, private owners or sponsors, etc.

3. The swimming site itself may affect the standards and regulations.

4. The age group involved will be an influencing factor.

5. The size of the camp, amount of equipment, and number on the swimming staff will also be determiners.

The swimming director or counselor is directly responsible to the camp director for the water program. He or she should be highly qualified, well trained, and should have had experience in the organizing and handling of large groups in swimming situations. He should be an Examiner in Red Cross Life Saving or have training equivalent to that, and should have had training in water-front leadership with good practical application of the knowledge. He must essentially be a good leader and a good organizer. The director has as his assistants, other counselors and probably some junior life-guards and campers who are to assist with the swimming.

The leadership is the organizing and the motivating force behind the water program. Its success depends very much upon the initiative and methods used by those figuring in the program as instructors or life-guards. The safety and enjoyment of the swimming program depends, too, upon the land work and the organization of the program prior to the opening of camp. The director should first familiarize himself with the situation by getting a good survey of the water front and equipment, determining the qualifications of the number of campers who will be participating, and the number who will assist him in swimming. He should have his program well in mind and worked out with the Camp Director according to the standards set up by the camp or organization sponsoring it. The director begins the organization of the summer swimming program, working it out with the assistance of others on the swimming staff. He may find that the assistants need a little training in water-front leadership, and to a great extent this can be done by way of suggestion and even instruction during the working out of the program, and necessarily it must continue throughout the

working of the program. There should be a meeting of all concerned with the swimming, and the director should present his plans for the organization of classes, assignments, etc. A visit to the water front might be the means of anticipating problems that might come up, and preventing them from causing unpleasant occurrences.

### *Checking Systems*

One of the most important steps in the organization of the swimming program is devising the system to be used in checking the swimmers in and out of the water. The primary purpose of a checking system of any kind is to assure life-guards and instructors that all the swimmers who entered the water at the beginning of the period get out again after their class is over. A system of checking swimmers in and out of the water also is an indication to the instructor and life-guards of the number under their supervision.

Probably the most used checking system in camps is the so-called number-board system. With this arrangement, each swimmer has a tag on the board containing a number; when he reports for his swimming class he turns his number and enters the water. The number now shows red on the board and the guards know that he is in the water. The swimmers again turn their numbers from red to white when they leave the water at the end of the swimming period. The use of the number system necessarily calls for several regulations.

1. The importance of turning numbers both before and after swimming classes. Swimmers should be taught their responsibility in doing this, and the turning of numbers should be set up as one of the most important of camp regulations.

2. Assignment of numbers should be uniform; that is, campers should keep the same numbers all the time they are in camp, and the swimmers of equal swimming ability should be in certain number groups.

3. The camper's name should be written on the number or a chart of the assignment of numbers should be posted by the number board.

There are several problems in connection with this system. Campers invariably forget to turn their numbers on leaving and the director and his staff are frantic until someone reports the campers safe and sound in their cabins. Such carelessness should be corrected if pos-

*(Continued on Page 27)*



# The History of Organized Camping

## *The Private Camps*

By

H. W. GIBSON  
Past President, American  
Camping Association

EDITOR'S NOTE.—This is the fourth chapter of Mr. Gibson's work on the history of the organized camp movement. The succeeding chapters will appear, one each month, in THE CAMPING MAGAZINE.

### CHAPTER IV

*"Camp is a bit of life in the open, where children are to gather educational experience from Nature; a place where they may listen to the silence of the stars and perhaps hear God speak. A place where they may catch His whisper in the still forest and see His hand in the faint traceries of a wild flower's petal. Make sure it is like that and the uniform will not matter."*

—ANGELO PATRI.

The private camp came into being because of two groups of people—educators and parents—who sensed a need for something to counteract the unwholesome tendencies of social changes which were affecting the natural growth of boys and girls during the vacation period. We have seen how educators such as Mr. and Mrs. Gunn, Ernest Balch, Edwin DeMerritte, George Hinckley and Sumner Dudley endeavored to meet this need by supplying during the school vacation an outdoor environment where energy could be applied in a productive manner, where the idleness of vacation could be turned into time for constructive occupation. Institutional education had left the summer void. The origin of school vacations is obscure, but is evidently sprang from the necessity of making a living between school terms. The modern tendency is toward longer vacations which means a leisure that may become either an asset or a liability.

Parents who, like Dr. and Mrs. Luther H. Gulick, believed that man biologically was a product of the open and that camping was the most natural as well as the oldest way of living, formed the second group. The delightful ex-

periences of the Gulicks at their camps on the Thames River, Conn., in 1888, and at Lake Sebago, Maine, became known to others, with the result that children of other parents soon were included in the happy cooperative group.

The private camp, which, defined, is a camp conducted by an individual or a group of individuals as a private project and having no organic relationship with any institution or organization, did not exist in large numbers until after the beginning of the twentieth century. We have mentioned in former chapters Camp Gunnery (1872), Dr. Rothrock's North Mountain School of Physical Culture (1876), George W. Hinckley's camp (1880), Ernest Balch's Camp Chocorua (1881), Camp Harvard (1882), Camp Dudley (1885), Dr. DeMerritte's Camp Algonquin (1886), Camp Shand (1894)—eight camps born in twenty-two years, only two of which lived to enjoy a robust existence, Camps Dudley and Shand. Between 1890 and 1900 the following camps according to the findings of Porter Sargent in his *Handbooks on Summer Camps*, came into being.<sup>1</sup>

The first private camp in New York State was established in 1890 by Professor Albert L. Fontaine, head of the Department of Science of the Rochester Free Academy, at Tichenor's Point on Canandaigua Lake, attended by forty boys. The second year, 1891, a separate girls' camp was conducted, which continued for five seasons. In the *Review of Reviews*, June, 1900, is an article by Professor Rouillion which is illustrated by thirteen half-cuts of camp activities, including a cut of Camp Shand which was established by the writer in 1894. He states that the "Nature Science Camp" conducted by Professor Fontaine had in 1900 rounded out its first decade and was in a flourishing condition. "It is under the direction of an enthusiastic educator assisted by a corps of college

<sup>1</sup> Porter Sargent. *Handbook on Summer Camps*. 1935. p. 85.

men—specialists in their particular lines of botany, geology, taxidermy, etc. The camp is conducted on a military basis. The aim of the camp as expressed in the camp prospectus is 'to provide an ideal outing for young people; that the student should have a royal good time; that his health may be substantially improved and that his love of nature may be cultivated.' Each morning at eight o'clock the campers fall in on the color line; the various announcements for the day are made, after which on each Monday, Tuesday, Thursday and Friday the campers report to their instructors and start on their trips, returning to camp at eleven o'clock. On Wednesday and Saturday mornings a lecture takes the place of the regular expedition for the day. No text books are used." The charge was nine dollars a week and the camp period covered the months of July and August.

John M. Dick, who served as a Y. M. C. A. secretary at Plympton, gave up his position in Association work and established in 1891 Camp Idlewild at Silver Lake, Mass., then in 1894 moved the camp to Lake Winnepesaukee, N. H. In 1921 the camp was purchased by C. A. Roys of the Teela-Wooket Camps. It is the oldest private camp for boys which has been in continuous existence.

The first Catholic camp for boys was established in 1892 by the Marist Brothers of Saint Ann's Academy, New York City, and was called Saint Ann's on Lake Champlain.

The year 1892 witnessed the birth of the first camp for girls, Camp Arey at Arey, N. Y. It was originally established in 1891 by Professor Arey of Rochester as a Natural Science Camp, but it was in 1892 that girls were accepted for four-week periods. In 1912 Camp Arey was taken over by Mr. and Mrs. Andre C. Fontaine and conducted exclusively for girls.

Judge A. S. Gregg Clarke, who established the Keewaydin Camps in 1893, had been a pupil at the Gunnery School and got his inspiration for camping there. The Keewaydin Camps had no headquarters or permanent camp until 1897 when Camp Kahkou was established at Cancomgom Lake, some forty miles north of Moosehead Lake, Maine, the first of a series of permanent camps known as the Keewaydin Camps and now conducted by Mr. John H. Rush.

In 1895 Dr. Roland J. Mulford, formerly

Headmaster of the Ridgefield School, started Camp Choconut in the mountains of northern Pennsylvania, which is now conducted by Mrs. George L. Winlock and her son, George L. Winlock, Jr.

The first salt-water camp for boys, Pine Bluff Camp, was established the same year on Long Island, N. Y., by Dr. Henry S. Pettit of Brooklyn who conducted it until his death in 1932. The camp is now directed by Mrs. Pettit and Frank B. Ward.

The second salt-water camp was established in 1896 by the State Y. M. C. A. Committee of Massachusetts and Rhode Island on Crotch Island, Friendship, Maine, and was named Camp Durrell in honor of the chairman of the Committee, Oliver H. Durrell of Cambridge, Mass. This camp continues as a private camp, Camp Wapello.

In 1895 Dr. Edward S. Wilson, who received his training and inspiration in camp work under Dr. Talbot, established Camp Pasquaney on Newround Lake, N. H., which is still a successful camp. Upon the death of Dr. Wilson in 1933, E. W. C. Jackson became the director of Pasquaney.

Dr. C. Hanford Henderson founded Camp Marienfeld at Chesham, N. H., in 1896. Dr. Henderson, in speaking before the First Camp Conference in Boston in 1903 (three decades ago) stated

"If the history of boys' summer camps should ever be written adequately I suppose we should find that the beginners in the movement went into it with very different ideas and with very different aims to carry out. I think some of us were attracted by the belief that if we had the boy twenty-four hours we could do something with him; that we should not be defeated in many of the little particulars that we *are* defeated in when we have him from only three to four hours per day. I think some of us, teaching in institutions where curriculum was somewhat rigid, had the very natural feeling that if we could have the freedom of the camp to carry out our own ideas, we could accomplish something that would be valuable. I think some of us were very much struck with the fact that in well-to-do families especially, if there happened to be only one son, or if the country home happened to be isolated, the summer became a time when the boy practically spent his days in the companionship of servants and stablemen, and that he should occupy the long days of summer in a more profitable way. I think in the

(Continued on Page 30)

## The Camping Magazine

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BERNARD S. MASON, Ph.D., Editor

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Vol. VIII

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No. 4

## The Romantic Temper

Whatever the near and familiar may be, to the youthful mind it seems inadequate. He looks beyond and away to other and newer and changing experiences. And when the wild geese clang their way northward, trumpeting forth their clarion call of Spring and life and hope, the youthful heart grows restless—he longs to be up and away—with Kipling he must “go, go, go away from here—on the other side of the world he’s overdue.”

To study-weary youth, therefore, the call to camp is the call to life and conquest and adventure. The wild free self awakens again in a life rich in simple and colorful things. In glorious revolt from the drabness of city surroundings, the camper drinks in the wine of the sunset, lays his head close to fresh and smelly earth-things, and is lulled to sleep by that sweetness symphony in all the world, the patter of rain drops on the tent roof. From the prose of school and city, youth turns to the poetry of the wilds.

Years ago a small boy sat in a little school on a throbbing morning in April. He had seen twelve snows, and twelve times the Great Mystery had wrought before his eyes the miracle called Spring. But never before had

that miracle seemed so marvelous as now. Books were blank and barren things, the gray walls of the school were prison—his heart was in tune with the green gigantic book of Spring which nature was spreading in the world outside.

Through the open window there came a sound which made the blood within him surge, a sound from far, far up in the sky—it was the honking of the wild geese as they went clanging northward, clearing the snows before them and calling all things forth to life anew. Something deep within his very soul responded and was stirred, something innate and irresistible. Madness came into his eyes, and he was restless with an unavoidable craving to run, to dance, to fly away and away, ever to the northward. He arose and slipped through the school door and was gone to a nearby patch of woodland.

How the wild geese trumpeted that day! One great double V after another sailed northward, bugling forth a soul-stirring chorus, barking and clanging a story of boundless forests of trackless wilds and lonely hidden lakes, of frozen arctic wastes, of battle and conquest, adventure and thrill, of wind and water and sky and sun—of joy and life. How he longed to go with them! To go and go forever into the great wild Northland. . .

Last night I heard the wild geese clang again. Out of the night the bugling chorus came, far up in the blackness of the sky. The years since that day in school have not dimmed in the least the magic of the honkers’ song. It stirred once more with an irresistible craving to “go, go, go away from here”—to the woods and to the north. Was there ever a man who could resist this clanging chorus? It is the eternal call of Spring, the call of camp, the call to go. . .

I have heard the symphony orchestras of the land, I have sat entranced before the great masters of the violin and the artists of opera, but never have I heard music that can compare to the pattering of rain drops on the tent roof. He must have been imprisoned long among city walls who fails to hear music in these, the Rain God’s symphonies.

When lightning flashes and the crashing voice of the Thunderbird rocks the earth, I love to go out on the dock in the lake and watch the

### THE RED GOD’S CALL



storm approach, there to remain until driving rain and mighty wave, breaking over the dock, force me ashore and to shelter. Said the gold-knickered "camper," "there is no place so dismal as the woods in the rain." How the city starves the soul!

Afraid of the storm? How flabby and frail! "Go face then and fight then! Be savage again." My old Indian friend came in with a fresh-cut pole to be placed where strength and endurance was needed. What kind of wood is it? "*Elm, storm tested on the high cliff side.*" Storms—the wind and rain—make strong all things that grow.

Evening and the glamor of  
**SPIRIT OF THE NIGHT** Council! The Redman's symbolism, the beauty of costume, the compulsion of atmosphere, the intrigue of ritual—all under the great canopy of the night, with the sweet incense of fragrant earth-things and the thousand voices which only the Faithful hear and understand. The movie theatre is but a hollow empty shell as compared to the Council of the woods.

Night and Vigil. Alone beside the sacred fire, symbol of the One Great Spirit—then it is that we hear the Voices, and the secret message of the Great One comes to us. The Slow Smoke rises, and in it are hidden mysterious pictures that none but the Children of the Woods can see.

Sleep in the woods! Sleep that house-dwelling folks can never know! Sweet, healing, restoring rest. The cool sweet-scented night air, close to the damp and smelly earth, fragrant with the incense of the things that grow. Over the tent where the Woods-child sleeps passes the Spirit of the Night, hovering in the darkness for a moment each night to bestow her matchless blessing—the blessing of calm sweet sleep, the woodland's perfect rest, reviving, restoring and making strong for the battles of life in the great tomorrow.

Comes Spring, and anew is  
**THE ROMANTIC TEMPER** kindled the romantic temper. There are woods unexplored—mysteries unsolved. And the youthful heart is restless with a compelling urge to go. . .

To a summer resort cottage? May heaven forbid! This is not camping, it is but city life transported to the woods. Camping isn't a place alone, it is doing the primitive things and living the primitive life—in the woods and with others. It is living close to earth. What travesties are committed in the name of camping by the summer resorts! And there are those who know only this and call it camping!

It is the Red Gods that beckon boys and girls to camp. And once they are there, is there danger that the camp director will dethrone the Red Gods and usurp the crown, replacing the Red Gods' medicine of the woods with that of "education," of "character building," of "personality guidance," and the like? Vital and important as these things are in the scheme of organized camping, must they completely replace the glamorous experiences of living the romantic life of the wilds? Must counselors, adult and school-like, well-equipped with pencils and charts and record forms, completely replace those who possess the skills of the woods and whose hearts are in tune with the wilderness? Can't the two points of view be blended more successfully than they seem to be in some camps? To fail means to deprive the campers of the experience that the word "camp" seemed to promise, and to disillusion them concerning the ability of the woods to satisfy an urge that is deep-seated and compelling.

Within the hearts of all men is the romantic temper, and if it but smoulders in the adult, it flames to the point of pain in youth. And as adult leaders, we must never forget that camps are run for youth. Let us keep the camp in tune with the wilds, let us take the campers deep into the heart of the living, growing earth-things. Let us so fill the camp with color, with picturesqueness, with romance, that it bids strongly and irresistibly to imagination at every turn. And in so doing we will produce a camp that not only is in harmony with youthful spirits but one that at the same time will keep alive the spark of youth within our own breasts, thus enhancing our capacity for effective leadership.

## ON THE TRAIL OF NEW BOOKS

### List of Camping, Hiking and Trail-Making Equipment (Fifth Edition)

By Potomac Appalachian Trail Club (Washington: Potomac Appalachian Trail Club, 1935), 32 pages, paper, 20c

This booklet answers the questions regarding proper equipment for hiking and camping by naming specific articles made by specific manufacturers, and listing the weight and price of each. Each article carries the recommendation of the Appalachian Trail Club, as ideal for the outdoor use for which it is designed. Passing by the standard and readily obtainable items that can be obtained at any sporting store, the book concentrates on products desirable for wilderness travel when lightness, strength, and durability are important factors. Such headings as the following are covered: Burden-Bearing Equipment, Camp Axes and Knives, Clothing, Cooking and Eating Utensils, Footwear, Sleeping Equipment, Tents, Trail Tools, and Foods.—B.S.M.



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Book 4. *Things to Make for the Home*. 32 pages, paper, 50c

By William W. Klenke (Peoria, Illinois: The Manual Arts Press, 1935).

This new series of four books by William W. Klenke, well-known writer of books and syndicated articles on handicraft, will be of particular interest to camp and home crafters who like to make things of wood that are practical and useful. Large, clear working-drawings accompany each description, together with lists of materials and suggestions.

Most of the articles are of the type that will be useful around a summer camp or cottage.

Book 1 gives suggestions for the arranging and equipping of a home shop, the selection of tools, the making of tool cabinets, etc. There are chapters on joint making, glueing, assembling, and finishing.

Book 2 gives plans for a boy's shack, scout's bench, camp table, stools, shelves, chair-back rest, tackle-box, trap, and gun-cabinet; also game-tables, game-boards, hurdle, sled, skate-mobile, etc.

Book 3 covers garden chairs, benches, settees, tables, trellises, flower-boxes, gates, flower-stakes, hose-reels, wheelbarrow, dog-house, playhouse, garages, rustic summer-house, etc.

In Book 4 we have suggestions for making worktables, cabinets, shelves, folding step-ladder, ironing-board, clothes-horse, luggage-stand, built-in sink unit, medicine-cabinet, window-seat, radiator-enclosure, etc.—B.S.M.

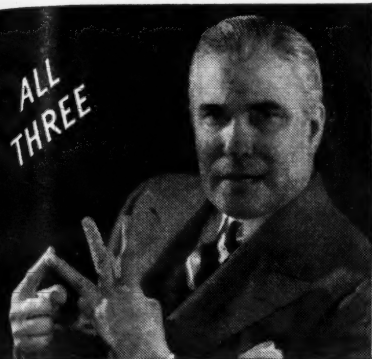
### Trail Manual for the Appalachian Trail (Third Edition)

By the Appalachian Trail Conference (Washington: Appalachian Trail Conference, 1935), 54 pages, paper, 25c

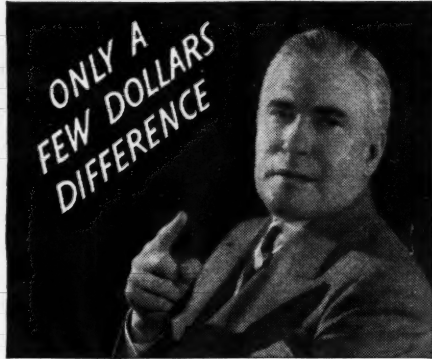
This is a brief manual on trail making, covering such subjects as clearing trails, blazing, marking, sign painting, and the selection of proper tools for clearing and marking. It will be useful to all who are called upon to prepare wilderness trails and to mark them in ways that will be clearly visible, attractive, and permanent.—B.S.M.

# LET'S TALK TRUCK PRICES!

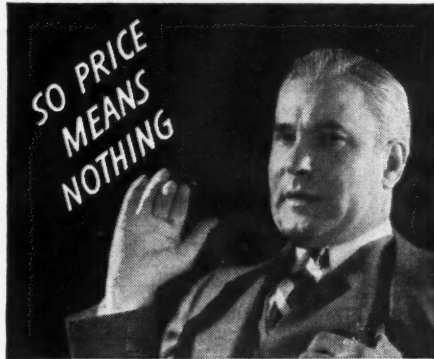
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ONLY A  
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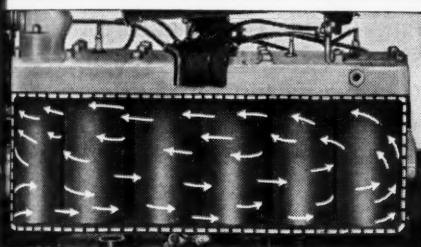


Yes, you just bet it pays to look first at the price when you start comparing America's three lowest-priced trucks. Many truck buyers are literally amazed when they see how close together the delivered prices are!

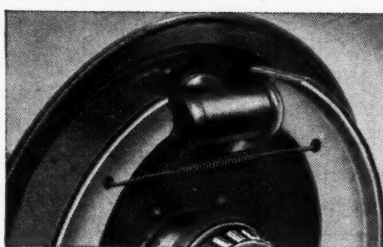
One way or the other, there is only a few dollars difference today between any corresponding models of the three lowest-priced trucks. This is especially true when wheelbase and extra features are considered.

This means one thing sure! You don't need to consider price at all today when you compare lowest-priced trucks. The thing to do is to get a "show-down" on features. Figure what you really get for your money.

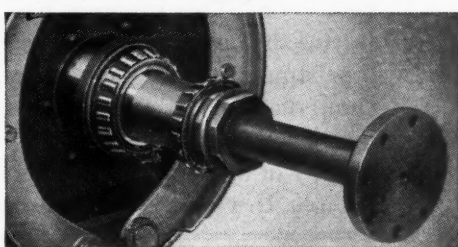
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Only one low-priced truck gives you a 6-cylinder, economical L-head engine with exhaust valve heat inserts, full-length water jackets, aluminum alloy pistons, 4 piston rings, spray-cooled exhaust valve seats, oil cooling. That truck is DODGE!

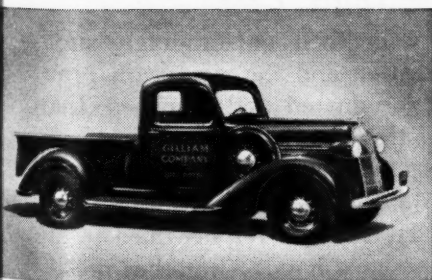


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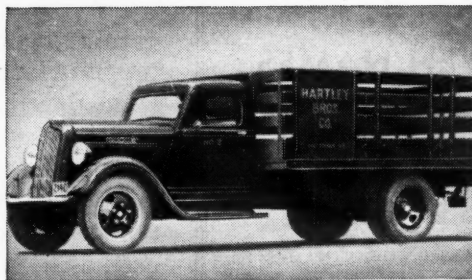
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a better investment. When your Dodge dealer urges you to get a "show-down" of Dodge against the others, he has in mind all the cost-cutting advantages that Dodge alone gives you. He especially invites you to make the free prove-it-yourself gasometer test. Get the facts. See your Dodge dealer today!

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# DODGE TRUCKS



## Boston Convention and a Forward Look

The Boston Convention was indeed inspiring and gratifying. Approximately four hundred people were registered at the Convention representing camping interests from Maine to California. Many of the early pioneers in camping were among those who enjoyed the inspiring talks and informal fellowship gatherings.

I am more convinced than ever that the majority of camp people in this country are conscientiously facing their tasks and are getting down to real fundamental thinking concerning the deeper educational implications which the summer camp presents.

The American Camping Association, through its Officers and Board of Directors, has formulated a sound educational program for the future, the details of which will be announced very soon. This program has as its major objective the development of a sound guidance for the camping movement. Surely there are no camp directors or executives today who are not interested in such a program. The basic philosophy of all camping is common to all types of camps. If we hope to place our profession and

calling in a position of leadership in the educational world we certainly must accomplish it through the cooperative efforts of all camping interests and groups. To this end may I urge you to join our Association if you are not already a member whether you are a camp director, a camp counsellor, a teacher or a parent. If you are already a member will you not try to urge your associates and friends interested in camping to join in our work through membership in the Association. The articles which appear in the Camping Magazine, the official journal of the American Camping Association, and which is included in the annual dues, are alone worth the cost of membership.

If camping is to accomplish the high objectives that have been set for it camp people who are actually doing camp work must build this sound guidance for the movement.

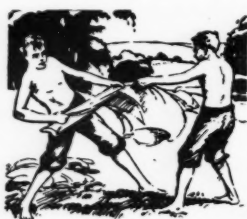
### Chicago Camp Institute

The recent camp institute conducted by the Chicago Camp Association and George Williams College was indeed a significant contribution to camping education. The theme was Putting Standards into the Summer Camp. Under the splendid leadership of Dr. Blotz of Toronto, Dr. Hedley S. Dimock, Mr. Charles Hendry, Mr. Roy Sorenson and the discussion group leaders, real progress was made in thinking through the theme for the institute. The institute was the seventh annual institute of this kind sponsored by George Williams College and we all hope it will be continued as an annual program.

### Twining Re-elected President for Third Year

In recognition for their outstandingly successful administration and the significant program they have originated and launched, the major officers of the American Camping Association were reelected unanimously for the coming year at the Boston Convention. The reelection of Herbert H. Twining for his third term extends to him a signal honor—no other president has held office for longer than two terms in the history of the Association. Paul B. Samson and W. H. Wones, untiring always in their efforts for the cause of camping nationally, were similarly continued in office as secretary and treasurer. Miss Portia Mansfield was elected vice-president, and Miss Rosalind Cassidy and Dr. H. S. Dimock were selected as members-at-large.

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## CASH'S

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## Character Development

(Continued from Page 7)

categories of instincts, comprising the basis for practically all of our camping endeavor, are (1) the social and (2) the selfish, or non-social, calling for the development of self and the social order. These two classes are closely interwoven and reciprocally condition one another. Many important instinctive reactions in the adolescent period relate "to self and the other selves." One class cannot mature adequately without a proper development of the other.

### 4. *Recognition of Character Development as a Means of Perpetuating the Ideals of Childhood.*

The world is changing so rapidly these days that we know not what situations will confront the young manhood and young womanhood of tomorrow. We can no more conceive of what conditions childhood will have to face twenty, or thirty, or forty years from now than our fathers could foresee the great developments of the machine age in which we live, but we do know that the ideals and principles of character-training will be just as necessary in every period of progress. We are fully aware that a new and expanding leisure is here. If our boys and girls are to be prepared for this new situation we shall have to train our campers in the art of occupying leisure time with worth-while things to do.

Chester Rowell, one of our great newspaper editors in the West, has emphasized the fact that out of the present tragic mass leisure will come an industrial re-organization which will bring us more leisure, that involuntary leisure will change to voluntary leisure, and that we must train the youth of the present generation to make wiser use of leisure than in any previous generation. "We must guide youth," he says, "in meeting the new psychology of expression, for the present generation is growing up in an anti-inhibitional age which encourages boys and girls to solve their own problems. Character development is the real solution in the experience of giving full expression to their personalities."

Perhaps you read one of the articles which was written within a day or so following the death of King Alexander of Jugo Slavia, in

Marseilles, France—an article which described the scene which took place in the yard of the English school which Peter, the young son of the King, was attending. The story is told that in the very hour in which his father was struck down, this boy was standing before his comrades, with his hand raised in the Scout sign assuming the obligation of a Scout. Several days later, as his Grandmother started with him for the trip across the Channel and on down the Continent to the Palace, the boy-knight paused at the gateway of the school-yard, and turned to look back at his comrades. "Then," comments the writer, "he said good-bye to boyhood."

May the boys and girls under our charge never say "good-bye" to the ideals which we are seeking to cultivate and enlarge and interpret in their hearts and lives!

We never know when the seed which we have sown in our camps will blossom into the fruitage of character which will hold the child true to his early training!

### LEADERSHIP IS THE MAINSPRING OF CHARACTER DEVELOPMENT

We are well aware, as camping people, that leadership is the mainspring in character development. We may have the finest equipment, the most elaborate program and a full sense of all of the elements of character training, but if we do not have proper leadership, all other things will be of little avail.

Character must begin with the leaders and all who have to do with the operation of the camp, from the director to the most humble employee.

In our organization camps, particularly, the period of depression has brought us face to face with a new situation with reference to the supply of leaders, for many untrained and experienced men and women have been desirous of giving leadership in camp in return for food and lodging. On the other hand, the conditions have made possible a wider selection in the choice of counselors of a superior type, and the latter has undoubtedly been true in private camps.

We have made great strides in the selection of a high type of counselor and we have become more and more rigid regarding the reference requirements for those who are to give

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leadership in the camp program.

But, we have failed often-times to use the same care in the selection of other employees. True, we now require medical examination for food handlers, but have not always made it a point to inquire into the background of these same employees from the standpoint of character. It will be readily realized that a cook, dishwasher, waiter, or utility man on the grounds may undo, through word or example, much that the director and counselors have built up through the camp's program of character development.

The power of example extends, of course, through the entire leadership of the Camp. Precept has its place and its value, but the camper will constantly express in his heart the sentiment of Emerson that "What you are rings so loudly in my ears that I cannot hear what you say."

When we take boys and girls into camp we obligate ourselves to exert over their hearts and consciences the best influences with which it is in our power to surround them. In other words, we make a contract with them which

we dare not break if we are to measure up to the confidence of the children and their parents.

We were reminded of this obligation by the late Jane Addams, in one of her splendid and forceful talks some time ago, when she said that we have no right to break "our contract with youth," a contract requiring that we shall build into the lives of boys and girls the foundation of a character which will hold them true to the highest ideals in the years to come.

## Co-Education in the Summer Camp

*(Continued from Page 9)*

ions of leaders in national youth movements are quoted. "Everywhere I found boys and girls," says a National Y. W. C. A. secretary, "meeting together for joint planning of programs. Hiking, mountain climbing, bicycling, swimming are among their projects."

"It seems natural to me for boys and girls to combine on activities such as riding and mountain climbing which are of interest to both sexes," says Lester F. Scott, National Executive, Camp Fire Girls.

"In the early American Village, boys and girls worked together at husking bees, barn raisings, sugaring—off parties and songs. Today, we look back with something like homesickness to the days when boys and girls had such simple and natural opportunities to get acquainted"—this from Dr. Lillian Gilbreth of the Executive Committee of the Girl Scouts.

The conduct of a coeducational camp, at the outset at least, is not an easy task. The director will be beset with doubts and fears. Counselors and campers will require an initial period of adjustment under vigilant, understanding guidance. Parents will need to be assured and educated. Discouraging situations will arise which will force the director to reexamine his or her own point of view regarding coeducational camps. But so has it always been when traditional policies, under impact of changing social and educational currents of thoughts, have been modified.

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## Waterproofing the Camp

(Continued from Page 17)

sible, and those in charge of the swimming program should never grow lax in enforcing regulations regarding their checking system. Cooperation of all having to do with the waterfront program and all swimmers will certainly go a long way toward making it a real success. Of course, there is always some penalty imposed upon the camper who forgets to turn his number. In some camps he goes without his dessert for a week, and is not eligible for certain camp honors. A life-guard on hand at the number board to remind the campers to turn their numbers usually eliminates this problem. The instructor may blow his whistle prior to the opening of the class period and instruct all campers to turn their numbers, or guards may check on campers in their own sections to see if they have turned their numbers. Often getting one group out of the water before the next group arrives does away with the confusion at the board.

The number board is a good system for checking the campers in and out of the water, but there must in addition be a continuous check on the campers while they are in the water. The best way, probably, to do this is by life-guards who have certain sections of the swimming area delegated to them. These guards should know the number of swimmers in their areas, and their numbers. Each guard should keep an accurate check on his area at all times. The guards should not have responsibility for instruction unless the group is exceedingly small. Likewise, the instructors should be free for teaching without responsibility of life-guarding. Of course the size of the group in camp have a great deal to do with this.

A tower guard is often used to check all of the swimming area during classes. A tower may be built for this, or there may be a natural prominence that can be used. The guard occupying this tower should be alone for his guarding duties—other people prove to be distractions. The tower should be equipped with a gong, or the guard may use a whistle with a loud distinct tone, to use in case of accidents.

The buddy system, known to all swimming instructors, is very widely used as a method of counting campers or checking them in the

swimming area during the period. Each camper reporting for a class is assigned a buddy. He swims with that buddy and they are to some extent responsible for each other. The instructor blows his whistle and calls "Buddies!", or perhaps two blasts on the whistle is a cue for buddies. They swim to each other, clasp hands, and raise their arms. The life-guards then know that all swimmers are safe with their buddies.

This system has its faults. The camper cannot always be assured that his buddy will swim—he may have a cold, poison oak, or perhaps he has gone on an overnight hike. The instructors then must give him another buddy, whose buddy is also missing, or the swimmers may be allowed to swim in threes. This is sure to cause some confusion, and cannot help but detract from the efficiency and practical value of the buddy system. Many swimming directors have lost confidence in the system; and perhaps they are justified. The buddy system may work better with elementary than with older groups. The younger groups need it more, they are kept together more, and the system may be useful in instructing beginners, helping them to gain more confidence. They are not alone in making their attempts when becoming accustomed to the water. With older and more advanced groups, it has not worked as well and there is not as much need for it. In many situations when swimmers have been assigned buddies, a whole swimming period would go by without a check being made on buddies; and probably the buddies were of no use to each other. With laxness on the part of the leaders comes laxness on the part of the swimmers, and the efficiency of the system is lost to a great extent. The buddy system is just what the swimming staff makes it; it may be worked effectively for the camp program in beginning groups or it may become a tradition with its value destroyed through misuse. Try this little experiment to see if your buddy system is effective:

During the swimming period blow the "buddy whistle." Watch the maneuvers of your swimmers. Do they begin hurrying and skurrying for the buddy—probably yes! Or perhaps they are right together and respond by clasping each other's hands and holding them aloft. If the first thing happens when your whistle is

blown, your buddies aren't swimming together. Are they, then, sharing any responsibility for each other? If the second thing happens, isn't there some possibility of "cramping the style" of your swimmers? This may be more likely to be true with a more advanced group, when swimmers may be working on different strokes or diving or life-saving. During an organized class with definite instruction, supervision is easier than in free-for-all swims with large groups taking part.

#### *Safety Measures*

Safety measures have been classified under "in water" and "on land." The former is perhaps the most important since it is there that accidents may be prevented. "On land" safety measures are for emergency use.

The swimming area should be considered first of all in water-proofing the program. *Always* the shallow and the deeper portions should be well marked off; ropes may be used, or boom poles, or floats of boards with ropes. These markers should be well secured and the regulations in regard to campers swimming in their own areas should be strictly adhered to.

The diving board should be checked frequently; it must be properly covered, it must be secure. The depth of the water should be sufficient to insure safety in diving. Rocks and projections in the water are often serious hazards.

A raft, usually looked upon as highly desirable, may be a very useless piece of equipment on the water front. Sometimes, rafts are used for securing diving boards, and occasionally for land drills, with railings attached for use in giving instruction. Brinks in other places than at the raft are recommended more for teaching beginners. The raft should be carefully supervised, or it may prove more detrimental than otherwise in the swimming area. It is too often a lounging place for swimmers, and a place where things might happen along the line of swimming accidents.

Safety measures on land are of great importance just as "being prepared" in any situation is so very important. Space and room on the beach is highly desirable; congestion of groups of swimmers makes organization more difficult and often hampers an otherwise good checking system.

Life buoys are seen on many water fronts; they should be there, and the swimming staff should know how to use them. They are probably most needed on lakes and beaches in large areas. The life boat properly equipped and ready to go is essential in nearly every camp set-up. The swimming staff and life-guards need occasional practice in its use. The long pole for giving assistance to tired swimmers is better than getting in to help them out. The latter may be quite unnecessary and may, to a great extent, destroy the swimmer's courage and self confidence.

Grapnels would not be of use in a pool or clear river where a surface dive could be used to recover bodies. However, all in charge of swimming should be able to use them, and any lake or any situation where they could be used should be provided with them.

In conclusion, waterproofing the summer camp is a real task, and the swimming director in each situation will find he is confronted with different problems, and must use his own ingenuity in working out the program. Generally, we can say, that the aim in the water program in every camp is to make the water activities as near accident proof as possible, not merely to prevent a serious accident or drowning. Any unpleasant occurrences at the water front may instill fear in the beginners and even older swimmers, and hamper their progress in swimming. The responsibility of the swimming attitude in any camp rests upon the one in charge of the water-front program. Let's make summer camps safe, enjoyable, and progressive as far as swimming situations are concerned.

### **Paddle and Portage**

*(Continued from Page 15)*

weight but the maple is stronger. The blade can be made thinner and has more spring in it. The spring of the blade enables the paddler to get a final snap out of the end of the stroke. This shoots the paddle forward for the next stroke with less effort. Many of our older campers and staff members make their own paddles of black cherry, which they cut in the woods.

For packing we have tried almost every type of receptacle, but gradually have discarded all others in favor of the packsack. This is a large

## *for camp directors*

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bag of heavy duck, carried by the shoulder straps and a head strap across the forehead. It is easily packed and the generous flap covers the top and can be securely strapped down. A trip equipment consists of tent, axe, frying pan, nest of three pails, mixing bowl, reflector oven, cups, plates, knives, forks, spoons, mixing spoon, can opener, towelling, steel wool, laundry soap, candles, toilet paper, first-aid kit and canoe-repair kit. Each camper's personal outfit is a ground sheet or poncho, one double blanket for July—plus a single one for August—a mosquito tent for early July, a rain coat or poncho, a felt hat, heavy woolen socks, a light woolen shirt, long trousers, shorts, a wind-breaker or heavy woolen sweater, canoe shoes, and toilet articles.

The campers requisition their supplies by filling out a canoe-trip supply form. The outfitting store fills their orders just as if they were purchasing from a city store. Most of the food is put up in cotton "grub bags." A copy of the form is signed by the counselor in charge of the trip and left with the store-keeper who checks off the equipment when it is returned, and makes a note of the condition it is in. Dirty, ill-used equipment does not improve a

counselor's rating.

The store-keeper also must secure the signatures of the entire party on two of the printed forms of safety-first rules. One copy is placed on file and the counselor carries the other form, which is read to the campers at breakfast each morning.

#### *PROGRAM*

During recent years representatives of the Natural History Department of the Ontario Museum, have been studying the fish and wild life of Algonquin Park. They are now planning to build a permanent station in our locality. Our campers and counselors have enthusiastically cooperated with these naturalists in securing specimens of fish of various ages, making observations and collecting data on the birds, flowers, insects and animals. There is a great difference between the rather forced "nature study" as conducted by our "specialists" in by-gone days and this more natural approach by sharing with these government officials in their field work.

Fortunately the Superintendent of the Park is thoroughly interested in our camps. He makes the campers feel that the Park belongs to them. They are encouraged to call him up



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on the phone when they return from a trip and report any discoveries they have made. He is always anxious to learn if the beaver are at work on new dams, or of the location of wolf packs, of the number of moose, deer, and bears in the various localities, and of the condition of the portages, camp-sites and shelter huts. He frequently makes a request for suggestions as to how his staff of rangers may help to make Algonquin Park more attractive to our campers. He has placed at our disposal, the shelter huts which are scattered throughout the Park, and encourages our cooperation in the building of new cabins in out-of-the-way places. The ranger-reports which are made by the campers and staff at the Saturday night council-ring, prove an incentive to make careful observations while out on a canoe trip. Last season one of our canoe-trip counselors supervised the painting of a large map of Algonquin Park, ten by twelve feet in size. It hangs in the Ahmek dining pavilion and will be used to show the routes taken by the various trips. Before a trip leaves camp, the members will outline their proposed route by means of a ribbon and thumb tacks. On their return they will indicate on the map any new fishing grounds or other places of interest they have discovered.

A good counselor appreciates the value of organizing the members of the party so that each camper is assigned to some special responsibility. If the trip is to run smoothly, there must be a division of labor in making and breaking camp and in portaging. A just assignment of duties and cooperation in their performance are essential for the greatest progress in character training. The campers soon learn that there is much to be gained by the faithful

discharge of their individual responsibilities. Each day they become more proficient as they master unaccustomed tasks. The natural shirker finds difficulty in resisting the group pressure, and provided the counselor in charge and his assistants, have lived up to their opportunity, every member of the party will have learned the value of cooperative living. Furthermore, such a canoe-trip experience will result in a growth of confidence, dependability, resourcefulness, and a greater sensitiveness to the finer things of life.

## History of Camping

*(Continued from Page 19)*

early days very few men went into the camp scheme with the thought it could be made a source of money profit and this very fact added to the ideal character of the enterprise. We started out with this thought—the camp idea is that every boy should be strong and beautiful and accomplished and good. I have come to feel that the summer camp is the place not to improve ideals in boys—not to do this and that which we might feel to be educationally desirable—but that it is especially a great opportunity to help a boy to himself develop habits which are wholesome.”

Dr. Henderson had a vision of the possibilities of the organized summer camp, and in his camp program laid the foundation upon which the educational program of the progressive camp of today is built.

Professor Loui Rouillion of Columbia University established Camp Penacook at Sutton, N. H., in 1895. Since 1905 this camp has been conducted by Mr. R. B. Mattern.

In 1898 Dr. W. A. Keyes established Norway Pines at West Point, Maine, the pioneer private salt-water camp on the Maine Coast which is still under his leadership.

Greenbrier, the first camp in the South, was established in 1898 by Dr. Walter Hullehen and is today one of the largest camps in the Southland. It is located at Alderson, West Virginia, and James C. Carter is now the director.

It was not until 1900, however, that the organized camp idea caught the imagination of men and women interested in children and youth, and it received serious attention. From 1900 to 1910 one hundred and six camps were started, thirty one of which were for girls. Until

1902 only two girls' camps had been established—Camp Arey (1892) and Camp Redcroft (1900). The latter camp was conducted by Mrs. Oscar Holt who in 1900 took some girls as summer boarders and called her cottage Redcroft; then after two years decided to entertain only small boys, thus originating Mowglis which was the pioneer camp for younger boys. Mowglis is now owned and operated by Col. and Mrs. Alcott Farrar Elwell.

In 1902 Mr. and Mrs. C. E. Cobb, teachers in the Moses Brown School at Providence, R. I., established Wyonegonic for girls, on Moose Pond, Denmark, Maine, which has developed into one of the largest groups of camps controlled by one family in the country. It consists of three units for girls, three units for boys, a camp for adults and the Denmark Inn for guests. The Cobbs are assisted by their sons Roland, Richard, and Philip, and their daughter Elizabeth, in the management of the camps.

Laura I. Mattoon, a teacher in a private school in New York City, founded Camp Kehonka on Lake Winnepesaukee, N. H., in 1902. Miss Mattoon, a pioneer in progressive education, introduced many innovations in program procedure which have been adopted as standards in numerous camps. Miss Mattoon is a leader of national distinction, having guided the destiny of camping associations over many turbulent waters. Her genius and organizing ability, winning personality and never-failing humor have been most valuable in the development and stabilization of the camping movement.

Helen F. Mayo and the late Elizabeth M. Moody established Camp Moy-Mo-Da-Yo at North Limington, Maine, in 1907, the first girls' camp in Maine south of Sebago Lake.

The name of Gulick is outstanding in educational and camping circles and has become indelibly associated with several of the pioneer movements in the development of America's greatest undeveloped resource, the leisure time of her people. Dr. and Mrs. Luther H. Gulick, after camping with their children for a period of years, established in 1910 Camp Sebago-Wohelo in Maine, now called The Luther Gulick Camps and conducted by their son, J. Halsey Gulick. Mrs. Gulick, with her distin-

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guished husband, the late Dr. Luther Halsey Gulick, originated the idea and founded the organization of the Camp Fire Girls. The poetry, symbolism and system of honors worked out in the camp became the basis for the ritual of the organization. Mrs. Gulick was the first president of the National Association of Directors of Girls Camps and also served as president of the New England Section. Her son, Halsey, is now serving as president of the New England Section. An excellent statement of the life and work of Mrs. Luther Gulick is printed in *Camping*, August 1928.

"The Upper Connecticut Valley has become a great center of camps for girls, with an association of its own and an annual inter-camp frolic which has become famous. In 1905 the first camp of the Upper Connecticut Valley group was opened by Mrs. E. L. Gulick whose husband was at that time a master in Lawrenceville School. It was begun at their summer home, probably influenced by the work of Mrs. Gulick's sister-in-law, Mrs. Luther Gulick. The name, Camp Aloha, harks back to Hawaii where the Gulick ancestors had been missionaries and the later offshoots sugar planters. For three years the daughters of Mrs. Luther Gulick attended this camp before she opened her permanent camp on Lake Sebago. Counselors from Aloha have gone forth and established Camps Abena, Tahoma, Tall Pines, Weetamoo, Pukwana, Vagabondia, Marbury, Neshobe, and other now well known camps.

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"The Hanoum Camps were established in 1909 by Dr. and Mrs. C. H. Farnsworth of Teachers College. The Turkish name of the camp recalls the Near East missionary ancestors of Dr. Farnsworth, a brother of Mrs. E. L. Gulick.

"The pioneer salt-water camp for girls was Quantset at Orleans, Mass., which Mrs. E. A. W. Hammett opened in 1905.

"In the Poconos, Susquehannock was established in 1905, and in 1907 Mr. and Mrs. Ernest W. Siple opened the Oneka Camps, the first girls' camps south of New York. Then camps spread down to the Southern Appalachians and the Land of the Sky where, as early as 1898, Greenbrier had been established by Dr. W. Hullihen.

"The pioneer western camps were Dr. William J. Monilaw's Camp Highlands and Dr. John P. Sprague's Camp Minocqua, established in Michigan in 1904. Indianola, the first camp in Wisconsin, was opened in 1907 and Mishawaka, the first camp in Minnesota, in 1909. The first boys' trail trip through the Yellowstone Park was organized in 1907 by Mr. Charles C. Moore. It was the next decade before the real summer camp reached the Pacific Coast."<sup>2</sup>

Much more than the allotted space would be

<sup>2</sup> Porter Sargent, *Handbook of Summer Camps*, 1935, pp. 94-95.

required to tell of numerous other outstanding private camps conducted by men and women of high ideals who are motivated by a great desire to serve youth.

During the decade from 1900 to 1910, 75 private camps were established for boys and 31 camps for girls; a total of 106 private camps, of which 73 are still operating. In 1915 there was a total of 211 camps listed, all of which were private—118 for boys and 93 for girls. In 1924, camps of all classifications had increased to 1248, of which 713 were private camps and 535 organizational camps, and in 1933 there were 3485 private and organizational camps listed—according to the statistics printed in Porter Sargent's *Summer Camps for 1933*. An increase of 491% during the decade from 1915 to 1924 and only 179% during the ten years from 1924 to 1933, indicates that a stabilization of the movement had begun. In 18 years, from 1915 to 1933, according to latest figures given by Porter Sargent, there was an increase of 1551% in the number of camps established.

Ninety per cent of the camps in 1923 were located in New England and although that proportion is steadily decreasing, New England still leads in the number of private camps, having a total of 618. New York State follows with 236 private camps, Pennsylvania 109, California 56, New Jersey 56, North Carolina 45, Wisconsin 45, Michigan 38, Colorado 32, Minnesota and Iowa each 16, with the other states having a scattering group of from 1 to 12 private camps each.

As long as the private school exists, so long will the private camp exist. The private camp is free from superimposed direction by those "higher up" and consequently enjoys full liberty to engage in educational procedures which are sometimes prohibited in camps dominated by organization executives.

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